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AUTHOR Elmore, Fred
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ABSTRACT

This textbook is the third of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story divided into 10 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing).
(YLB)

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Book 3

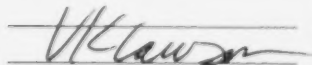
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Read on! II

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QUESTIONNAIRE

To Tutors:

Read On! II is a revision of the original *Read On!* series (1978). The new edition is based on comments from users of the series and on new insights in the teaching of reading and writing.

LVA has a policy of soliciting comments from the people who actually use our materials. We use these comments in the revisions of our materials to make them even more effective. Therefore, we are especially interested in your answers to the following questions for future revisions.

1. Did you have literacy tutor training prior to using *Read On! II*? Literacy Volunteers of America ____ Laubach Literacy Action ____ Other ____ (name) _____
2. Have you used the 1978 *Read On!* series? Yes ____ No ____
3. Did you use *Read On! II* in one-to-one teaching ____ ABE drop-in ____ small groups ____ classroom ____?
4. Did you use *Read On! II* with school tutoring ____ ABE ____ library-literacy program ____ volunteer literacy program ____ other ____?
5. Did you use *Read On! II* with basic reading learner(s) ____ or English Second Language learner(s) ____ both ____?
6. What was the level of the learner(s) reading *Read On! II*? _____
7. What test did you use to establish the level(s)? _____
8. Was the amount of directions in *Read On II* too little ____ about right ____ too detailed ____ I already knew the procedure ____
9. Did the scripting in the first lesson of the book help? a lot ____ somewhat ____ not at all ____ I already knew the procedure ____
10. What changes in the directions/scripting/stories, if any, would you suggest? _____
11. Did you teach more than one unit per lesson? one unit ____ more ____ how many more ____
12. Did you use *Read On! II* as the whole lesson ____ or as a part ____?
13. Were the "Suggested Activities" useful? Yes ____ No ____

14. Can you suggest other activities for inclusion in the future?

15. Did you use the workbooks as integrated activities with the lesson?
always_____ some of the time_____ never_____

16. What features did you feel were most helpful in *Read On! II* series?

What features did you feel were least helpful?

What features would you change?

To Learners:

1. Did you enjoy reading the story in this book of *Read On! II* Yes_____ No_____

2. What did you like best about it? _____

What did you like least about it? _____

3. Did you use the Workbooks with: your tutor_____ on my own_____ not at all _____.

4. Did you enjoy the workbook activities? yes _____ no_____ some of them _____

5. Which kind of workbook activity did you like most? _____

6. Which kind of workbook activity did you like least? _____

7. What other kinds of stories would you like to read?

Program Name and Address: _____

Mail to: Virginia K. Lawson, Ph.D., VP Publishing/Marketing
Literacy Volunteers of America, Inc.

5795 Widewaters Parkway, Syracuse, NY 13214

Read On! II

A Sequential Reading Series

Book Three

Tribute to Red

Fred Elmore, author

V.K. Lawson, Ph.D.
Educational Designer
Project Director

with Read On! II Advisory Committee

Rosemary Adams, Ph.D.
Adult Basic Education
Regional Coordinator, GA

Kathy Kuy
International
Institute of Boston

Roy Bartoo, Ph.D.
Professor of Reading
SUNY Oneonta, NY

Lester Laminack, Ed.D.
Director, Reading Center
Western Carolina University

Ruth Colvin
LVA Founder

Jerri Lee
LVA Connecticut State

Janice Cuddahee
LVA New York State

Jolene Olson
LVA of Northern Wyoming

Anne DuPrey
LVA Nassau, NY

Sue Rider
LVA Stamford, CT

Pat Kardash
LVA Oswego, NY

Jane Root, Ph.D.
Johnson State, VT
(retired)

Karen Kern
Laura Wilcox
Garnet Career Center, WV

Susan Mandel Glazer, Ed.D. Reading Clinic, Rider College
LVA Reading Consultant

Barbara Coté, Illustrator



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The *Read On! II* series makes use of the concept of Assisted Reading. That concept and the format of tutor directions on the textbook left-hand page and learner reading material on the right-hand were developed in the original *Read On!* (1978) series by Jane Root, Ph.D. Dr. Root's presentation allowed for even beginning readers to read with their tutors from the earliest lessons.

Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.



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Tribute to Red
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General Principles

Read On! II is a sequential reading series which makes use of the principles of modeling and assisted reading. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns.

If you are unfamiliar with these approaches, reading *TUTOR* (Colvin, Root, 1987) and *Tutoring Small Groups: Basic Reading*, (Ottoson, et al., 1985) will be helpful. Also, the *Read On! II Instructor's Guide* (Lawson, 1987) which accompanies the series explains these concepts in detail. The texts and workbooks contain step-by-step directions for teaching the lesson material. They also offer suggestions for alternative approaches.

A placement test is included in the *Instructor's Guide* which will help you find an appropriate starting book for learners so that a learner need not repeat material which is already known.

Directions are given in the *Instructor's Guide* for using the *Read On! II* series with conversational English (English Second Language) learners.

General Directions

For Read On! II

Introduction

In this series, you will be using the traditional approach of teaching sight words in the context of the sentences in which they occur. These sight words will be used as the basis for phonics review and pattern instruction. All will be used to involve writing as an integral part of each lesson. Provide as much help as needed for learners as they read the sentences with you. You will be using this reading/assisted-reading approach as you expand into actual learner-generated stories in the other portions of your lessons.

The *Read On! II* series can be used with small groups of three to five learners, with individual learners or in a peer situation. The principles and practices are the same for each. At some point in the assisted reading exercises, you may feel more comfortable reading with individual learners or with two or three, but that is not absolutely necessary. Do whatever is comfortable and satisfying for your learners and for you.

Directions

Specific directions for the instructor appear throughout each textbook opposite the learners' pages. The following are general directions designed to give an overview of the activities which will occur in any given lesson.

Preliminaries:

Give the **Placement Test** which accompanies the series in order to place the learners in the correct book and to learn which if any of the consonant letters will need to be taught using the *Tutor Resource Sheets*. These sheets are intended for use with learners at the beginning levels in the series.

The following materials will be needed for lessons: pen with dark ink, 3 x 5 cards (either cut in half or quarters), notebook for each learner.

Procedure:

(1) Prepare for your lesson by reading the passage aloud prior to meeting with your learners.

(2) Read the whole story to the learners and then return to the first selection to begin the chapter-by-chapter instruction. (The "Poison Puzzle" is an exception to this as you want to read all but the final chapter.)

Be sure to read in phrases and not word-by-word to your learners. This modeling will lead to fluency in your learners' reading. Fluency aids comprehension. Remember, reading is getting meaning from the page—if the sentences haven't been understood, then they haven't been read. Without comprehension, boredom sets in and independent reading will not take place.

(3) In the **Setting The Context** portion of the reading selection, discuss the passage. There will be suggestions given in the Tutor's Directions on each left-hand page. This context setting is important because it allows the reader (you or your learners) to bring to mind the knowledge and expectations about the situation being portrayed and thus will aid in reading. Have the student handle the book, looking through it for illustrations and familiar words. See *Instructor's Guide* for comprehension development ideas.

(4) After discussion, read the chapter to your learners having them follow along silently. Tell your learners that you will read the chapter to them, and that the regular print words (point them out) will be the ones which they will either learn during that lesson or have already learned in previous lessons.

(5) After reading the chapter, teach the lesson's words in a modified language experience approach (modified because the words to be learned directly are set by the design of the series rather than selected by the learner). Many words will be learned indirectly through peripheral learning as the passage and selected sentences are read again and again with the learners.

Sight words from the story will be taught in the context of the sentences in the story.

If the learner knows the target word already, make a word card of the word for use in activities, but do not go through the exercise of teaching the word.

a) You have already read the whole story to the learners. You have also (step 4 above) read them the chapter upon which the next lesson(s) will be based. At this point you will read the unit under study. (Towards the end of the book as the pace quickens, chapters will no longer be broken down into units.) Now, read the first unit again with you and the learners speaking at the same time. Your learners may be one beat behind you on the words of which they are not sure. This is called "echo reading" and this difference in rate is to be expected. Do not slow down. Read at a normal rate, running your finger along under the phrases, being careful not to read word-by-word. It might take a while to get accustomed to echo reading as we are not used to reading or talking in chorus.

b) Tell the learners which words you will be studying. (They are listed in the directions for each unit and on the learner's page.) Point to each target word as you say it. Have the learners repeat and point to each target word after you say it.

c) Read the sentences which contain the target words again. Have the learners read the sentences with you the second time through (echo reading).

[If working with a small group, have the entire group read the sentences. Then have each learner read the target words, beginning with the best reader in these early lessons. If working one-to-one for this portion of the lesson, have the learner read all the words being introduced in the unit. This general group-to-individual direction will hold for all the times the learners are asked to read the target words, a sentence, phrase or unit.]

d) Have each learner write each target word on a word card (one half or one quarter of a 3 x 5 card, cut ahead of time).

[If a learner has not written much, this will almost be a "drawing" exercise. Be patient and allow all the time needed. If the learners' handwriting is too large for the words to fit on each card, have the learners write the words on a full card or in their notebooks as you write the words on the smaller cards for their use. It is important to have each learner writing from the first lesson.]

e) Work with one word at a time. Have learners match each word with the word as it appears in the story. They should say the word as they match it.

f) Once all the sight words for that lesson have been read, written on cards, read again, and matched with the context, shuffle the word cards and have the learners read each one out of context, matching the card with the word in the story if needed. Use the word cards to build phrases. After several lessons, use the accumulated word cards to make more complex sentences and phrases.

g) Use the word cards in writing and game activities.

Word patterns also will be taught in the context of the story. Word cards will be made for each new word pattern learned.

[If you are unfamiliar with the concept of *word pattern* see *Read On! II Instructor's Guide* for a complete discussion and the "Scope and Sequence Chart" which lists those patterns taught in this series.]

a) Select a word containing the pattern you want to teach from among the sight words already taught.

b) Ask the learners to get their word card for the target pattern and read the word card to you.

c) The first few times you use pattern word technique, say "I'm going to show you a way to learn new words by changing just the first letter(s) of a word you already know. If this word is *sat* [Write as you say the word. Make sure that each learner can see what you are writing.] what word is written if I change the *s* to *m*? [Write the second word under the first lining up the pattern as you ask the question.]

Once the idea of supplying the word in pattern or rhyme is established in the first few lessons, you can introduce pattern in the following way: As you write, say "If this word is *get*, what is this word _____?" Fill in the second word in the pattern and wait for a response; if none is given, supply it and go on to the third word in the pattern.

Example: "If this word is *make* what is this word? (*fake*), and this word? (*rake*).". Ask for other words in the pattern. You might say "We're going to make a list of all the words you know and will be able to read because you know now that the -am in 'am' has the same sound as -am in Sam, and jam and . . ." Read quickly through the list on the board or your paper to establish the rhythm and make it easier for the next word in the pattern to be thought of and suggested. c) After you have gotten other suggestions and discussed the meaning of any of the obscure ones say "Get your notebooks and write -am (or whatever the pattern is you're working with) at the top of the page.

"The - means that letters can be put in front of the -am to make a word." Let learners supply rhyming words; have them write them in their notebooks. Treat this learning and suggesting as a game. Ask each learner in turn to name a word in pattern and to put it in a sentence. At the end of the lesson, ask them to write a sentence for each word learned during the lesson.

d) Have learners make a word card for each pattern word suggested. This can be done at the end of the lesson or for home practice.

Phonics, the knowledge of consonant sound/symbol relationships, is checked during the lesson, but the actual teaching takes place at the end of the reading portion of the lesson and is based on the *Tutor Resource Sheets* which accompany the series.

a) Ask the learner to find a specific word card which they have already made for a sight or patterned word in the lesson which begins with the letter you want to check.

b) Ask the learner to read the word, and then to tell you the name of the letter that begins the word. Then ask for the sound of that letter. If it is known, say "Good" and go on. If it isn't known, tell the learner the name of the letter and its sound in that word, note that you will need to teach that letter at the end of the reading portion of the lesson and go on.

(6) After the direct instruction portion of the lesson (**sight words, pattern, phonics**), you will do **Assisted Reading** exercises which will give learners more practice in reading the words in context:

a) Read the passage to the learners again. This will put the pieces back together for them. Ask the learners to follow along as you read all the words, again reminding them to pay attention to words they will be able to read, that is, the words in regular type.

b) You and your learners (or an individual student) then read the passage aloud at the same time. This is echo reading as described above under "Sight Words."

c) In the next read-through, you read softly, stopping at the words in regular print to allow learners to fill in the word they should know. Read softly enough so that the learners can read any of the other words known to them. With practice, a natural assisted reading pattern will emerge.

(7) You will use writing exercises to give the learners a chance to place the words being learned into new contexts, demonstrating comprehension of the word being learned.

(8) Each learner should keep a notebook of his or her writing activities.

(9) Expansion exercises are suggested at the end of each lesson, and in the workbooks which accompany each text. These are designed to allow each lesson to be tailored to individual learner's goals.

Vital Information for the Instructor

Watch your learners for signs of fatigue or boredom. Adjust to the individual learner's pace. If teaching more than one learner in a small group you might adjust by having the more advanced learner review on his or her own, or give the slower learner extra help while the others in the small group work on other projects together. If there is a great difference in ability among learners in a group, you may want to give extra help to the slower learner prior to introducing that day's work to the group as a whole.

Any time you want to do the exercises as an individual activity rather than a group activity, call on individual learners or, in later lessons, have learners work in pairs while you give assistance as needed or asked. For additional direction in working with small groups see *Tutoring Small Groups: Basic Reading* (LVA, 1985).

Most chapters in the text are broken into two or three lessons. This is done to help you pace the instruction to individual capabilities. Some groups might stop after each lesson, others might do two or even three lessons on any given day. You will become familiar with the learners' capabilities and be able to adjust the instruction accordingly.

If a unit is not completed in one day's lesson, give the word cards just completed to the learners for them to work with in preparation for the next lesson just as if the whole lesson had been completed. Also, assign workbook activities as appropriate either for homework or for class practice. In the next lesson, repeat the unit.

Much valuable home practice can be provided to the learners if you tape record yourself reading the passages. Identify each passage on the tape by title and page number. Give these tapes to the learners to use as review by following along in their books as you read the passages on tape they have been studying.

At the end of each textbook, there are expansion exercises for further activities to be carried out which will allow you to tailor the set vocabulary to the particular interests of the learners as well as giving writing and word identification practice.

Tutor Directions Chapter One

IMPORTANT: Read "General Directions" in front of book before proceeding. For more detailed scripting of possible tutor/Learners interaction, see "Scripting" *Read On! II Instructor's Guide*.

Notes for Chapter One of *Tribute to Red*: You will be given extremely detailed instructions for guiding the lessons in this chapter. This first chapter with its words to be learned might cover several lessons. Subsequent chapters might take less time. Use your judgment as to how much your Learners are able to absorb during the direct teaching (Sight Words, Pattern, Phonics) of a session and what will have to be reinforced in the activities.

Prompt and reread to the Learners during the lessons. Writing assignments, games using the word cards, language experience activities and the workbooks are additional ways of providing needed repetition and reinforcement. The units can be read again and again during sessions. This modeling is a very effective way of teaching both actual words and the idea of sound/symbol relationship. The units can also be suggested as home reading between lessons.

Recording the whole story (indicating chapter breaks) for the Learners to read along with will provide additional practice. This practice will both speed up learning of the target words and extend the peripheral learning of non-target words.

Recording the lesson unit by unit, listing the sight words to be written and practiced, as well as the pattern to be learned, will provide an opportunity for independent study or peer work in each lesson. This recording could also provide additional, independent study for the more beginning Learners in a small group or classroom situation. If you decide to make this kind of a recording, be sure to include pauses for Learner responses.

Instructions

Unit 21

Setting the Context

Tutor—Look at the title of the story. [Point, read] It says *Tribute to Red*. What do you think the story might be about? [Wait for responses, explain what a tribute is.] Now look at the picture. What does it tell you about details in the story? (Discussion) [Give positive response.]

Tutor—Because I've read the story, I can tell you that it is a story about a man's love for his dog. Have you ever had a pet that meant a lot to you? What kind of animal? (Discussion)

Tutor—[Read the entire story (page 48) at this time with Learners following along silently. Then come back to this point and begin the chapter-by-chapter reading and instruction.]

* * *

Tutor—Now, I'll read the first chapter of the story and you read along silently. Notice these words in regular type. These are the ones we will be studying in our next lessons. You might know some of them. [Read by sentences, phrases, finger sliding under words.]

21A Sight Words /begins, about, dog, been, released, hospital, neck/

Tutor—The words we're going to study first are in the first unit of the story. I'll read first. Then you read the unit with me [echo reading].

Tutor/Learners—[Read the unit. Then, Learners repeat it with you, each using his/her finger to follow at speed in their books.]

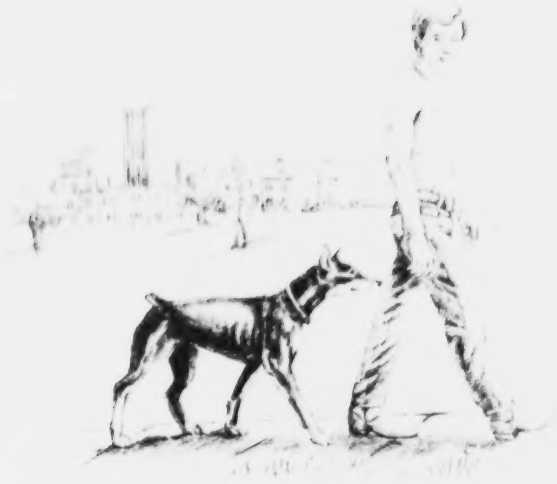
Tutor—We'll study these words in the first unit. They will be a great help in reading the rest of the story. [Point to each word in regular type and say it as you point.] **begins, about, dog, been, released, hospital, neck**

Tutor—Now, you pick out the words and each of you read one. [If a Learner hesitates a long time, say the word while pointing to it.]

Learners—begins, about, dog, been, released, hospital, neck

Tutor—Yes, **begins, about, dog, been, released, hospital, neck**. [Quickly read the unit again. Put the sentences back together with the right intonation.]

Tutor—Now copy the words we're learning from the story on these separate cards. If you already know how to read the word, copy it anyway so you'll have the word card to use in other activities we'll be doing. (Learners copy the words.)



TRIBUTE TO RED
By Fred Elmore
Chapter 1

Unit 21A

This **story** begins in **1979**, and ends in **1986**. It is a **true story** about a **young** man and his dog, Red.

Red was a **rust** and tan **Doberman** and lived down the **street** from me. I had just been released from the hospital with a **broken** neck.

/begins, about, dog, been, released, hospital, neck/

Tutor—Look at your word cards and read them to me. [Read any word the Learner hesitates on.]

Learners—begins, about, dog, been released, hospital, neck

Tutor—O.K. I'm going to mix up the cards, and you read them to me. If you don't know a word, match the word card with the word in the sentence, then read it. We'll go through the card collection three times.

Learners—(Read the words in order given by the tutor.)

Tutor—O.K. Now, I'm going to build a group of words. You read them after me. [Assume vocabulary from previous lessons, use the new cards, writing in the other words, and build a word group such as: **I have a Husky dog.** Read it, and have the Learners read it after you. Go over it again until it is read as a unit and not word-by-word or syllable-by-syllable. **READ IN MEANINGFUL UNITS.**]

Learners—(Read)

Assisted Reading

Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompanying workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns. Otherwise go on to Unit 21B.

Your word cards might look like this:

begins

released

about

hospital

dog

neck

been

21B Sight Words /regain, pass, foot, passed, so, returned/

Tutor—Now I'll read the sentences in Unit 21B. Then you and I will read them at the same time [echo reading]. [Read]

Tutor—Here are the new words you're going to learn: **regain, pass, foot, passed, so, returned**. [Point to the word as you say it.] Copy each word on a word card, saying each one as you write it.

Learners— (Write, say)

Tutor—[Teach sight words as shown in Unit 21A or see the *Read On! II Instructor's Guide*—review/mixing the order of the cards/read through the card three or more times/making phrases or sentences with cards and writing sentences with the new words such as: **I passed him in my car. He returned by foot.**]

Pattern /re-/

Tutor—Get your word cards for **regain, returned, released**. [Write the words on a sheet of paper in a notebook or on a chalkboard that all the Learners can see as you explain to the Learners. Write words under each other so that the pattern lines up.]

The word **released** means to **let go**, but most often **re-** means **again**. When you read **r-e**, you pronounce it /ree/ and you write it **re**. What other words can you think of that begin with **re-** and mean to do something again? I'll write them down as you tell me, then we'll read them together. [Write, ask for meanings]

Tutor—Look at the list of words that we've come up with. [Read the list quickly] Get your notebooks and write **re-** at the top of the page. The - means that letters can be put in back of the **re-** to make a word. Make a list of all the words you know in the **re-** pattern. [Have Learners write the words in their notebooks. Ask them to make a sentence for each word.]

Assisted Reading

Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 21B

I would go **walking every** day to regain my **strength**, and I would pass by him.

Red was **chained** to a **pole** with a **three** foot lead and was in **poor condition**. I **knew** it was wrong, but when I passed by I would take him off the **chain** so he could **walk** with me. After **feeding** and **cleaning** him up, I would put him back on the **chain** before his **owner** returned home.

/regain, pass, foot, passed, so, returned/

Unit 22

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] In the next three sentences, we'll learn how the writer got Red. We know how much he liked the dog, but he'll have to pay for him, won't he?

(Discussion) [Tutor give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

22A Sight Words /three, hundred, only, told, because, mother, father, were/

Tutor/Learners—[Read Unit 22A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **My mother and father live a hundred miles from here. I only told three of you.**]

Pattern /-old/

Tutor—[Teach words in the **-old** pattern as in **told**.] Get your word card for **told** and read it. If this word is **told**, what is this word? (**cold, bold**)

[As you speak, write the word on a blackboard, on a sheet of paper that the Learners can see, or on an easel pad, etc. Wait for Learners' response after each word.

Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Assisted Reading

Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompanying workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.



Chapter 2

Unit 22A

After three **weeks**, I asked Red's **owner** if he wanted to sell him. He said he would sell him for two hundred dollars, but I could only **afford** to pay one hundred. He told me Red was **worth** so **much** because his mother and father were **national grand champions**.

/three, hundred, only, told, because, mother, father, were/

22B Sight Words /give, fast, through, such, stand, gave, while/

Tutor—[Read Unit 22B, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I stand fast. He gave it to me a while ago.**]

Pattern 1 /-ast/

Tutor—[Teach words in the **-ast** pattern as in **fast**.] If this word is **fast**, what is this word? (**last, past**)

[Write the word as you say it. Wait for Learners response. Have Learners suggest new words. Accept any word, syllable as part of word, discuss meanings, add to list.

Have Learners write the pattern and pattern words in their notebooks.]

Unit 22B

Finally , he said he would sell him to me for one hundred dollars if I would give Red a good home. I took Red home with me, and we **started working together**. He was a **very** fast **learner**, too. He **zipped** through all the **easy commands** such as "sit", "stand", "play dead" and "**fetch**". He gave me **something** to do while **wearing** my **brace**.

/give, fast, through, such, stand, gave, while/

Pattern 2 /-and/

Tutor—[Have Learners find the word card for **stand** and read it aloud. Teach pattern **-and** as above. (**land, band**)]

Assisted Reading

Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

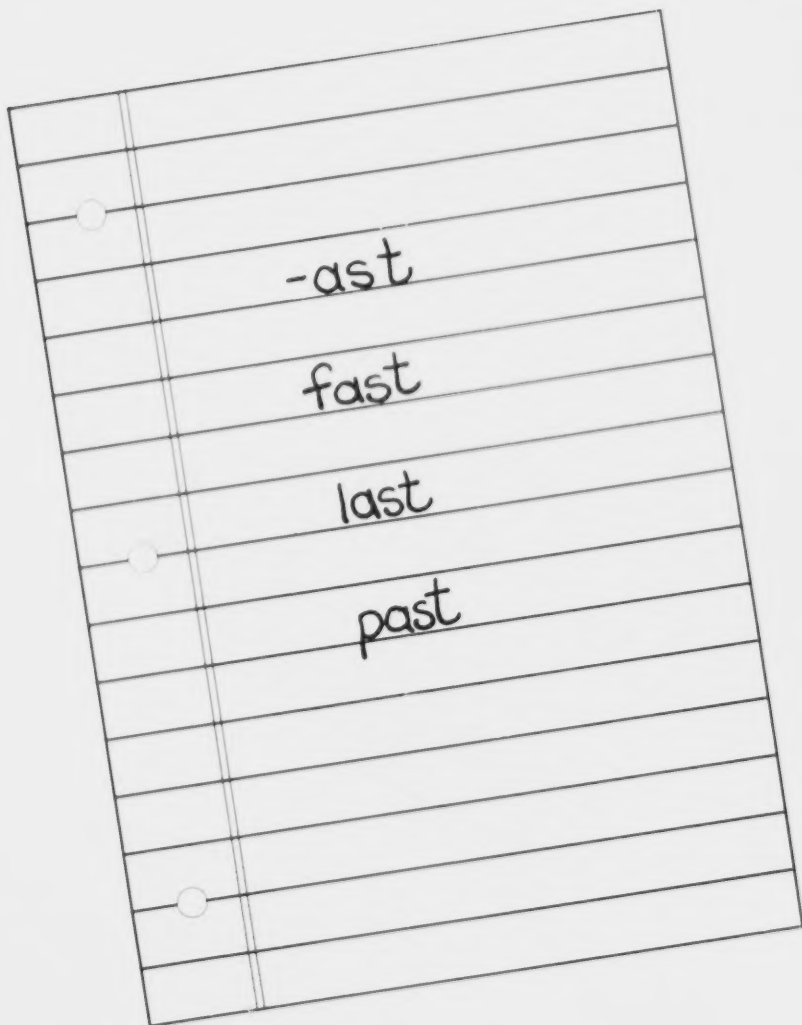
End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Your notebook pattern page might look like this:



Plus any other words in the pattern you want.

Unit 23

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Red takes part in an exciting moment. Do you think it made his owner proud? (Discussion) [Tutor give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /months, used to, warned, come, closer, laughed, already, teeth, pulled, side/

Tutor/Learners—[Read Unit 23, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **She warned him already. I used to come to school months ago.** Point out to Learners the **warn/warned, close/closer, laugh/laughed** contrast.]

Pattern /-ide/

Tutor—[Teach words in the **-ide** pattern as in **side**.] Get your word card for **side** and read it. If this word is **side**, what is this word? (**hide, ride**)

[As you speak, write the word. Wait for Learners' response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Phonics /pr/

Tutor—[Have Learners make word card for **ride**.] Now, if you put a **p** in front of the **r** in **ride**, what word do you have? (**pride**) Yes, sometimes two or more consonants are written together and their sounds blend. What other words begin with the **p-r** blend? (**promise, proud, pray**)

End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]



Chapter 3

Unit 23

For **seven** months, **whatever** I did, Red did. He was my **constant companion**. I would put his **harness** on him, and he would go with me. One of the **places** we used to go was the **Golden Nugget**, off of Main and **Sterling**. One night, while we were at the **Nugget**, a fight **broke** out in the **pool** room. I **decided** to **leave**, but on the way out a man with a **knife** **decided** he wanted to see how good my dog was. I warned him not to come any closer, but he only laughed. Red was already **showing** his teeth and **growling** when the **Baytown** Police **walked** in. I pulled Red back to my side and the police **arrested** the man with the **knife**.

/months, used to, warned, come, closer, laughed,
already, teeth, pulled, side/

Unit 24

Pattern

Note To The Tutor - It's important in your teaching of reading and writing to stress the concepts of endings. Part of the writing process is learning conventional spelling, and it's necessary for the Learners to be aware of word endings when they write.

Tutor — [Review consonants by sight/name] Read these letters to me:

b c d f g h j k l m n p q r s t v w x z. [If a Learner doesn't know the name of one of these letters, suggest he go to the *Tutor Resource Sheets* and review the consonants.] These are the consonant letters in the English language. The vowels are: **a e i o u** and **w** and **y** when they're at the end of a word.

Tutor — Look at the lists of these words. Listen to me read them. [Read] Look at the words. What is the difference between the two lists?

Learners — two consonants before the -ing
two letters instead of one before the -ing

Tutor — OK, to spell a word with **-ing** it looks as if you double the consonant and then add **-ing**. Now, look at the words in this list. What do you do when adding the **-ing**?

Learner — Just add the -ing.

Tutor — What is the difference between List A and List C?

Learners — There are two consonants at the end of the words in List C.

Tutor — So if you were going to tell someone how to spell a word adding **-ing**, what would you tell them? [Encourage Learners to look at the lists again.]

[If the students reply that they doubled the ending consonant, the rule is learned. The tutor should repeat the rule for emphasis.]

Some Spelling Hints for "ing"

List A

cut
shop
win
run
fan
ram

List C

fold
last
jump
rest
help
smell
laugh

List B

cutting
shopping
winning
running
fanning
ramming

List D

folding
lasting
jumping
resting
helping
smelling
laughing

Tutor — These are the vowels: **a, e, i, o, u**, and **y** and **w** at the end of a word. Look at these two lists of words as I read them to you. [Point to E,F]. What is the difference in spelling between the two lists?

Learners — The words in the first list end in **e**. There is no **e** in the second list.

Tutor — So in spelling a word that usually ends in **e** when you add **ing**, you drop the **e** and add **ing**.

Now for one more guideline in helping you spell "ing words."

Look at these lists [G, H]. Read them with me. Now look at lists E and G. What is the difference between list E and list G?

Learners — The words in list E end in **e**. The words in list G end in vowels other than **e**.

Tutor — What do you do differently when adding **-ing** in lists F and list H?

Learners — Drop the last (final) **e** and add **-ing**. If the word ends in vowels that aren't **e**, then just add **ing**.

List E

shake
care
ride
tame
place

List G

buy
play
sew
go
meow
do

List F

shaking
caring
riding
taming
placing

List H

buying
playing
sewing
going
meowing
doing

Unit 25

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] In this part of the story, an accident happens to Red. What do you think is the most common accident that animals, especially dogs, have? (Discussion) [Tutor give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /grew, brother, job, few, president, truck, barely, animal, emergency, clinic/

Tutor/Learners—[Read Unit 25, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **My brother went to a clinic. The president has a hard job.**]

Pattern 1 /-ew/

Tutor—[Teach words in the **-ew** pattern as in **few**.] Get your word card for **few** and read it. If this word is **few**, what is this word? (**new, grew**)

[As you speak, write the word. Wait for Learners' response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-other/

Tutor—[Have Learners find the word card for **brother** and read it aloud. Teach pattern **-other** as above. (**other, mother**)]

End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Chapter 4

Unit 25

I grew older, and Red grew bigger. My brother **offered** me a job as a cook in his restaurant in **Tomball, Texas**. Red and I lived in the back of the restaurant. I was not only a cook, but Red and I **acted** as **security** there as well. After a few years, I **became vice** president and was making good money. One night, Red and I were **walking** near the restaurant when a truck **swerved** off the **highway** and hit Red. When I got to Red, he could barely walk. I put him in the car and **rushed** him to the animal emergency clinic. The **veterinarian** told me Red would **lose** his leg **unless** I took him to a **specialist**.

/grew, brother, job, few, president, truck, barely,
animal, emergency, clinic/

Unit 26

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Red's owner is given three choices to make for Red. What would you have done? (Discussion) [Tutor give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

26A Sight Words /placed, which, thousand, he'd, done, mind/

Tutor/Learners—[Read Unit 26A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I made up my mind. He'd done that a thousand times.**]

Pattern /-ace/

Tutor—[Teach words in the **-ace** pattern as in **place**.] Make a word card for **place** and read it. If this word is **place**, what is this word? (**lace**, **face**)

[As you speak, write the word. Wait for Learners' response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Assisted Reading

Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompanying workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.



Chapter 5

Unit 26A

When we got to the **specialist**, he gave me three **choices**: (1) have Red's leg cut off, (2) have a pin placed in the leg, which would make it **stiff**, or (3) have an **artificial socket** placed in the dog's hip which would **allow** him to run and play again. The vet told me that the **socket** would **cost** a thousand dollars. I **thought** about it and about Red and all the things he'd done for me through the years. I made up my mind. I told the vet to put the **socket** in.

/placed, which, thousand, he'd, done, mind/

26B Sight Words /weeks, drove, miles, medication/

Tutor/Learners—[Read Unit 26B, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each sight word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I drove miles. The weeks are long.**]

Pattern /had = 'd/

Tutor—Get you word card for **he'd** and read it. In the sentence from Unit 26B, "I thought about it and about Red and all the things **he'd** done for me through the years," the word **he'd** is actually two words shortened into one. We could say **he had** but the 'd takes the place of the word **had**. Most of us already abbreviate words this way when we talk, and you will see it done often in your reading. Make a word card for the word **had**. Write a sentence using **had**.

Assisted Reading

Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text) (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 26B

Red was in the hospital for three weeks. I drove **twenty** miles **every** day to **see** him. When he was released, the vet said it would be **several** months before he would be **able** to run or **jump** and I would have to **massage** his leg **every** day for three weeks to keep the **swelling** down.

While Red was in the hospital, the vet **discovered** that Red had a **mild case** of **heartworms**. The vet **prescribed** some medication for him.

/weeks, drove, miles, medication/

Unit 27

Setting the Context

Tutor/Learners—(Introduce/ask about/discuss the topic/read previous unit.) We'll read more about Red and what happened when his owner misplaced his medicine. (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

27A Sight Words /next, care, became, even, saw, found, reading/

Tutor/Learners—[Read Unit 27A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards.

Pattern /-ound/

Tutor—[Teach words in the -ound pattern.] If this word is **found**, what is this word? (**round**, **sound**)

[Write the word as you say it. Wait for Learners response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write the pattern and patterned words in their notebooks.]

Assisted Reading

Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompanying workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.



Chapter 6

Unit 27A

I **spent** a lot of time the next months taking care of Red. He and I became even closer. **Nobody** saw one of **us** **without** **seeing** the other. Then one day, I **misplaced** his **heartworm** **medicine**. Later, while I was **cleaning** out the car, I found the **medicine** **under** the **seat**. **Without** **really** reading the **label**, I gave him two **tablets**, **thinking** that two would take care of any **heartworms**.

/next, care, became, even, saw, found, reading/

27B Sight Words /lying, having, happened, everything, nurse, more than/

Tutor—[Read Unit 27B, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each sight word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight as previously shown: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards.]

Tutor—Get your word card for **everything**. The word **everything** is made up of two other words. What are they (**every** and **thing**). You already know the word **thing** from Book 1. Make a word card for **every**. Write a sentence in your notebook using the word **every**.

End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 27B

That night, while I was at work and Red was in my room, a friend of mine went back to my room to rest. When he got to the room, Red was lying on the **floor** having **convulsions**. He ran to get me. When I got to the room, I could see that Red was **very, very** ill. His **nose** was **dry** and he was lying there shaking. I **rushed** Red to the clinic. The vet asked me what had happened.

I told him everything that had happened. He hooked up **IV's** to **flush** out Red's **blood system**. The vet told the nurse that I could stay with Red as I was doing more for him than she could right then.

/lying, having, happened, everything, nurse, more than/

Unit 28

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] We all become very fond of animals that have lived with us for a long period of time. It's hard to part with them. Have you ever had a pet that you were very fond of die? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

28A Sight Words /several, hours, began, a.m./p.m., check, plastic, arms/

Tutor/Learners—[Read Unit 28A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards.]

Pattern /a.m., p.m./

Tutor—We have two interesting abbreviations in this word list. They are **a.m.** and **p.m.** If the time is 9:00 **a.m.**, we know it's nine o'clock in the morning. If a T.V. show goes on at 8:00 **p.m.**, we know it will be shown at eight o'clock in the evening. The **a.m.** indicates the times that fall between 12:00 midnight and 12:00 noon; the **p.m.** indicates the times that fall between 12:00 noon and 12:00 midnight.

Assisted Reading

Tutor—[Read the sentences first, Learners following silently; then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompanying workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.



Chapter 7

Unit 28A

After several hours, Red began to **calm** down. The vet put him in a **cage** and told me that I could go. Red would be all right. It was about **12:00** a.m., so my friend and I **started** back to the restaurant.

About **1:30** a.m., I told my friend that I was having a bad **feeling** about Red, and I was going back to check on him. When I got to the clinic, the vet **hung** his head and took me **into** the back where Red was. The nurse was placing him in a plastic **bag**. I **rushed** over and took him in my arms. As I **picked** him up, his head fell over and **busted** my lip. I was in tears.

/several, hours, began, a.m./p.m., check, plastic, arms/

28B Sight Words /dead, myself, shoulders, very/

Tutor—[Read Unit 28B, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards.]

End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 28B

I took Red back to my room, I called my brother and told him that Red was dead. He came to the restaurant and **held** the light while I **dug** a **grave** for Red. I was so **mad** at myself for letting this happen to him, that I **dug** and **dug**. My tears took over, and I couldn't **see** any more. When the **hole** **reached** my shoulders, my brother stopped me. He said it was **deep** enough. Very **gently** I put Red in the **hole** and **covered** him up.

/dead, myself, shoulders, very/

Unit 29

Setting the Context

Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] If you lose a pet, does getting another one take the place of the one you lost? (Discussion) [Give positive response. Read whole page by sentences, phrases, finger sliding under words. Learners follow silently.]

29A Sight Words /died, 1986, love, never, able, directions, better, alive, today/

Tutor/Learners—[Read Unit 29A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards.]

Pattern /-able/

Tutor—[Teach words in the **-able** pattern as in **able**.] Get your word card for **able** and read it. If this word is **able**, what is this word? (**cable**, **table**)

[As you speak, write the word. Wait for Learners' response. Have Learners suggest new words, discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Assisted Reading

Tutor—[Read the sentences first, Learners following silently; then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompanying workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.



Chapter 8

Unit 29A

Red died in 1986. I now have two other dogs, one named **Dutchess** and the other, **Rambo**. Even **though** they both love me, they will never be able to take Red's place. If I had been able to read the directions on the medicine **bottle** better than I could read at that time, Red would **probably** still be alive today.

/died, 1986, love, never, able, directions, better, alive, today/

29B Sight Words /death, missed, know, finally, learning/

Tutor/Learners—[Read Unit 29B, Learners follow silently; Learners then read aloud with you. Tutor point to each word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words as previously shown: review/match to story/mix the order of the cards/add word cards of previously learned words/make phrases with cards.]

End of Chapter Assisted Reading

- (1) Read chapter to Learners
- (2) Read chapter with Learners [echo reading]
- (3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Unit 29B

You can be a **construction** worker, restaurant **manager** or do **many** other **kinds** of work **without** reading well, but things like Red's death happen and **opportunities** are missed when you can't read well enough.

I know. I am **twenty-six** years old and finally doing **something** about learning to read better.

/death, missed, know, finally, learning/

Unit 30

Reading and Writing Words Of More Than One Syllable

Tutor — Long words are made up of the kinds of patterns that you have been learning in these first two books, like the *an* pattern in *man* and in *answer*.

Here are some other patterns which will help you build words you might need in your writing.

Read the first list. What is the common pattern that is in each word in the list? Write the pattern in your notebook. What are some other words that begin with that pattern? [Repeat for each list of prefixes]

Here are some patterns which occur at the end of words.

Read the first list. What is the common pattern that is in each word in the list? Does it always sound the same? Write the pattern in your notebook. What are some other words that end with that pattern? [Repeat for each list of suffixes]

What other kinds of endings for words can you think of? (*ing*, *ed*, *s*) What do they each mean? Here's a hint that might help you with your writing. Say the word you want to write. Tap on the table with your pencil or pen for each part of the word as you say it [*dis ap pear*]. Be sure that the word you write has the same amount of parts [or syllables] that you have tapped out. Breaking the word into parts for spelling will help you find the word in a dictionary or a word list book such as *20,000 Words* by Louis Leslie, published by McGraw-Hill and available at most bookstores.

**Reading and Writing Words
Of More Than One Syllable**

re

remark
remake
relive

un

unless
until
under

dis

disappear
discount
dismiss

de

depart
deliver
delight

ble

table
possible
readable

tion

motion
mention
station

er

bigger
manner
teller

ed

waited
walked
happened

TRIBUTE TO RED

By Fred Elmore

Chapter 1

This **story** begins in **1979**, and ends in **1986**. It is a **true story** about a **young** man and his dog, Red.

Red was a **rust** and tan **Doberman** and lived down the **street** from me. I had just been released from the hospital with a **broken** neck.

I would go **walking** **every** day to regain my **strength**, and I would pass by him.

Red was **chained** to a **pole** with a **three** foot lead and was in **poor condition**. I **knew** it was wrong, but when I passed by I would take him off the **chain** so he could **walk** with me. After **feeding** and **cleaning** him up, I would put him back on the **chain** before his **owner** returned home.

Chapter 2

After three **weeks**, I asked Red's **owner** if he wanted to sell him. He said he would sell him for two hundred dollars, but I could only **afford** to pay one hundred. He told me Red was **worth** so **much** because his mother and father were **national grand champions**.

Finally, he said he would sell him to me for one hundred dollars if I would give Red a good home. I took Red home with me, and we **started working together**. He was a **very fast learner**, too. He **zipped** through all the **easy commands** such as "sit", "stand", "play dead" and "**fetch**". He gave me **something** to do while wearing my **brace**.

Chapter 3

For **seven** months, **whatever** I did, Red did. He was my **constant companion**. I would put his **harness** on him, and he would go with me. One of the **places** we used to go was the **Golden Nugget**, off of Main and **Sterling**. One night, while we were at the **Nugget**, a fight **broke** out in the **pool** room. I **decided** to **leave**, but on the way out a man with a **knife** **decided** he wanted to see how good my dog was. I warned him not to come any closer, but he only laughed. Red was already **showing** his teeth and **growling** when the **Baytown** Police **walked** in. I pulled Red back to my side and the police **arrested** the man with the **knife**.

Chapter 4

I grew older, and Red grew bigger. My brother **offered** me a job as a cook in his restaurant in **Tomball, Texas**. Red and I lived in the back of the restaurant. I was not only a cook, but Red and I **acted** as **security** there as well. After a few years, I **became** **vice** president and was making good money. One night, Red and I were **walking** near the restaurant when a truck **swerved** off the **highway** and hit Red. When I got to Red, he could barely walk. I put him in the car and **rushed** him to the animal emergency clinic. The **veterinarian** told me Red would **lose** his leg **unless** I took him to a **specialist**.

Chapter 5

When we got to the **specialist**, he gave me three **choices**: (1) have Red's leg cut off, (2) have a pin placed in the leg, which would make it **stiff**, or (3) have an **artificial socket** placed in the dog's hip which would

allow him to run and play again. The vet told me that the **socket** would **cost** a thousand dollars. I **thought** about it and about Red and all the things he'd done for me through the years. I made up my mind. I told the vet to put the **socket** in.

Red was in the hospital for three weeks. I drove **twenty** miles **every** day to **see** him. When he was released, the vet said it would be **several** months before he would be **able** to run or **jump** and I would have to **massage** his leg **every** day for three weeks to keep the **swelling** down.

While Red was in the hospital, the vet **discovered** that Red had a **mild case** of **heartworms**. The vet **prescribed** some medication for him.

Chapter 6

I **spent** a lot of time the next months taking care of Red. He and I became even closer. **Nobody** saw one of **us** **with out seeing** the other. Then one day, I **misplaced** his **heartworm medicine**. Later, while I was **cleaning** out the car, I found the **medicine** **under** the **seat**. **Without** **really** reading the **label**, I gave him two **tablets**, **thinking** that two would take care of any **heartworms**.

That night, while I was at work and Red was in my room, a friend of mine went back to my room to rest. When he got to the room, Red was lying on the **floor** having **convulsions**. He ran to get me. When I got to the room, I could see that Red was **very, very** ill. His **nose** was **dry** and he was lying there shaking. I **rushed** Red to the clinic. The vet asked me what had happened.

I told him everything that had happened. He hooked up **IV's** to **flush** out Red's **blood system**. The vet told the nurse that I could stay with Red as I was doing more for him than she could right then.

Chapter 7

After several hours, Red began to **calm** down. The vet put him in a **cage** and told me that I could go. Red would be all right. It was about **12:00** a.m., so my friend and I **started** back to the restaurant.

About **1:30** a.m., I told my friend that I was having a bad **feeling** about Red, and I was going back to check on him. When I got to the clinic, the vet **hung** his head and took me **into** the back where Red was. The nurse was placing him in a plastic **bag**. I **rushed** over and took him in my arms. As I **picked** him up, his head fell over and **busted** my lip. I was in tears.

I took Red back to my room, I called my brother and told him that Red was dead. He came to the restaurant and **held** the light while I **dug** a **grave** for Red. I was so **mad** at myself for letting this happen to him, that I **dug** and **dug**. My tears took over, and I couldn't **see** any more. When the **hole** reached my shoulders, my brother stopped me. He said it was **deep** enough. Very **gently** I put Red in the **hole** and **covered** him up.

Chapter 8

Red died in 1986. I now have two other dogs, one named **Dutchess** and the other, **Rambo**. Even **though** they both love me, they will never be able to take Red's place. If I had been able to read the directions on the medicine **bottle** better than I could read at that time, Red would **probably** still be alive today.

You can be a **construction** worker, restaurant **manager** or do **many** other **kinds** of work **without** reading well, but things like Red's death happen and **opportunities** are missed when you can't read well enough.

I know. I am **twenty-six** years old and finally doing **something** about learning to read better.

Suggested Activities

1. Reread earlier chapters (units) of the current story.
2. Have Learner(s) circle all instances of a given letter or word in a newspaper article.
3. Make *Bingo* boards with word squares to match the word cards. Scatter word cards on the table face down. Turn up a card. If it matches a word square on a player's board, the player pronounces the words and puts the card over the word square on the board. A full row vertically, horizontally or diagonally wins.
4. Have Learner(s) make new sentences or phrases with the word cards they have accumulated. Use blank cards for the words they need to make a complete sentence or phrase but have not studied yet. This practice points up the need for the function words such as: *and, but, the, while, after, before*. This will also expand their learning into less structured, yet needed areas of interest (job terms, family names, current interests).
5. Ask your Learner(s) to supply a *synonym* (a word the same as) or an *antonym* (a word the opposite of) for each of the words on the list or have your Learner(s) use the words in sentences.
6. Cut apart a comic strip. Have your Learner(s) reassemble the sections correctly or suggest what might be in the speech balloons. Go on a field trip with your Learner(s) related to *Read On! II* stories.
7. Read a news story. Answer the questions: Who, What, When, Where, Why and How.
8. Have Learner(s) do investigative work at the local library. Relate to *Read On! II* stories, e.g.,
 - a. Learner(s) could search for other mystery stories, outer space stories.
 - b. Find other books about music or musicians. Look for song books, or record albums with lyrics printed on back cover. (William Graves, *How to Teach Adults*, 1984)

9. *Writing Activities.* Encourage learners to write from the first lessons:

- a. Write a Language Experience Story based on the discussion questions at the beginning of each chapter in *Read On! II*. Have learners write the letters they can in a word, using a dash for the letters they do not know. Write final version on charts. Hang charts on wall for free reading.
- b. Make lists of words relative to the same topic: medicine—doctor, pill, hospital, operation, insurance; kitchen—cook, pots, pans, stove. Draw charts of the words with the topic in a center circle and the words on lines reaching out from the circle's boundaries. Group branching lines according to learners' judgments as to "most alike" vs "not quite alike."

Scope and Sequence Book 3

	Sight Word		Patterns		Phonics
Unit 21A	begins about dog been released hospital neck				
Unit 21B	regain pass foot passed so returned		remove returned regain recall relive relight rebid remain		
Unit 22A	three hundred only told because mother father were		cold fold gold hold mold sold		
Unit 22B	give fast through such stand gave while		cast last mast past vast blast	band hand land sand brand grand	
Unit 23	months used to warned warn come closer close laughed	laugh already teeth pulled side	hide ride tide wide bride pride		pr-

	Sight Word	Patterns	Phonics
Unit 25	grew brother job few president truck barely animal emergency clinic	few new stew blew crew	mother another other
Unit 26A	placed which thousand he'd done mind	face lace mace race brace Grace place	
Unit 26B	weeks drove miles medication had		
Unit 27A	next care became even saw found reading	around bound ground hound pound round sound	
Unit 27B	lying having happened everything every nurse more than		

	Sight Word	Patterns	Phonics
Unit 28A	several hours began a.m. p.m. check plastic arms		
Unit 28B	dead myself shoulders very		
Unit 29A	died 1986 love never able directions better alive today	cable table sable enable stable unable	
Unit 29B	death missed know finally learning		

Cut out word cards along dotted lines.

Unit 21A

begins
about
dog
been
released
hospital
neck

Unit 21B

regain	remove
pass	returned
foot	regain
passed	recall
so	relive
returned	relight
	rebid
	remain

Unit 22A

three
hundred
only
told
because
mother
father
were

cold
fold
gold
hold
mold
sold

Unit 22B

give	cast	band
fast	last	hand
through	mast	land
such	past	sand
stand	vast	brand
gave	blast	grand
while		

Cut out word cards along dotted lines.

Unit 23

months	hide
used to	ride
warned	tide
warn	wide
come	bride
closer	pride
close	
laughed	
laugh	
already	
teeth	
pulled	
side	

Unit 25

grew	few	mother
brother	new	another
job	stew	other
few	blew	
president	crew	
truck		
barely		
animal		
emergency		
clinic		

Unit 26A

placed	face
which	lace
thousand	mace
he'd	race
done	brace
mind	Grace
	place

Unit 26B

weeks
drove
miles
medication
had

Cut out word cards along dotted lines.

Unit 27A

next
care
became
even
saw
found
reading

around
bound
ground
hound
pound
round
sound

Unit 27B

lying
having
happened
everything
every
nurse
more than

Unit 28A

several
hours
began
a.m.
p.m.
check
plastic
arms

Unit 28B

dead
myself
shoulders
very

Cut out word cards along dotted lines.

Unit 29A

died
1986
love
never
able
directions
better
alive
today

cable
table
sable
enable
stable
unable

Unit 29B

death
missed
know
finally
learning

Workbook 3

Read on! II



Read On! II
A Sequential Reading Series
Workbook Three
Tribute to Red

Fred Elmore, Writer

Artis Lee
Instructional Writer

V.K. Lawson, Ph.D.
Educational Designer
Project Director

Read On! II Advisory Committee

Rosemary Adams, Ph.D.
Adult Basic Education
Regional Coordinator, GA

Roy Bartoo, Ph.D.
Professor of Reading
SUNY Oneonta, NY

Ruth Colvin
LVA Founder

Janice Cuddahee
LVA New York State

Anne DuPrey
LVA Nassau, NY

Pat Kardash
LVA Oswego, NY

Karen Kern
Laura Wilcox
Garnet Career Center, WV

Kathy Kuy
International
Institute of Boston

Lester Laminack, Ed.D.
Director, Reading Center
Western Carolina University

Jerri Lee
LVA Connecticut State

Jolene Olson
LVA of Northern Wyoming

Sue Rider
LVA Stamford, CT

Jane Root, Ph.D.
Johnson State, VT
(retired)

Susan Mandel Glazer, Ed.D. Reading Clinic, Rider College
LVA Reading Consultant

Barbara Côté, text illustrator
Daniel Hansen, instructional illustrator



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Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.



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Directions for Use of Workbooks

These workbooks contain exercises which are integrated with the respective *Read On! II* textbook. Before asking learner(s) to work on their own in the workbook, review the directions for each activity or set of activities that you want them to do. Ask that the directions be given back to you in the learner's own words. You might work with the learner(s) on this at the beginning of each activity to be sure that the directions are understood.

If the workbook activities are given for independent work or home practice, be sure to review the work at the beginning the next lesson. Do not assign the work if it is too easy for the learner and thus would constitute "busy" work. The learner's time would be better spent in rereading the story or writing new material rather than in working on activities which do not give any real practice.

CHAPTER 1



Reread Unit 21.

Use these words to finish the sentences.

neck, hospital, released, about, begins, dog

TRIBUTE TO RED

By Fred Elmore

This story _____ in 1979, and ends in 1986.

It is a true story _____ a young man and his
_____, Red.

Red was a rust and tan Doberman and lived down the
street from me. I had just been _____ from the
_____ with a broken _____.

Use these words to finish the sentences.

so, regain, returned, passed, foot, pass

I would go walking every day to _____ my
strength, and I would _____ by Red. He was chained to a
pole with a three _____ lead. He was in poor condition. I
knew it was wrong, but when I _____ by I would take
him off the chain _____ he could walk with me. After feeding
and cleaning him up, I would put him back on the chain before
his owner _____ home.

Unscramble these sentences.

1. and his dog. a true story It is a young man about

It is

2. from the hospital I had just been released with a broken neck.

3. so he could walk When I passed by the chain with me.
I would take him off

Read the story again. Read the sentences carefully. Find the sentence that reads:

He was in poor condition.

Notice that **He** is underlined. Answer the following questions. Use complete sentences.

What or who is in poor condition?

What is he?

What does he look like?

Where was he kept?

Where did the writer take him?

Why did the writer take him?

Put these words after **re** to make new words. Write the whole word. Say the word. What does it mean?

leased, turned, gain, call, move, act, live, build
fresh, cover, mind, fund

re _____

re _____

re _____

re _____

re _____

re _____

re _____

re _____

re _____

re _____

re _____

re _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

People who have pets often have interesting or funny stories about them. Using your word cards and any other words you might know, write a few sentences about your pet or a friend or neighbor's pet. If there is a word you want to use but you don't know how to spell it, just write the first letter of the word with a line after it.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

CHAPTER 2



Reread Unit 22.

Use these words to finish the sentences.

told, hundred, father, only, three, mother, because

After _____ weeks, I asked Red's owner if he wanted to sell him. He said he would sell him for two _____ dollars, but I could _____ afford to pay one hundred. He _____ me Red was worth so much _____ his _____ and _____ were national grand champions.

Use these words to finish the sentences.

stand, such, through, give, while, gave

Finally, he said he would sell him to me for one _____ dollars if I would _____ Red a good home. I took Red home with me and we started working together. He was a very fast learner. He zipped _____ all the easy commands _____ as "sit", "_____", "play dead", and "fetch." He _____ me something to do _____ I was wearing my brace.

Unscramble these sentences.

1. something to do He while I was wearing my brace gave me.

2. Red's owner I asked to sell him. if he wanted

3. we started working together. I took Red home and with me

Read the story again. Read the sentences carefully. Find the sentence that reads:

Finally, he said he would sell him to me for one hundred dollars if I would give Red a good home.

Notice that **he** is underlined. Answer the following questions. Use complete sentences.

Who is the writer talking about?

How much did he want for Red at first?

Why did he think Red was worth so much?

Put these letters in front of **old** to make words. Write the whole word. Say the word. What does it mean?

c, f, g, h, m, s, t

___ old _____

___ old _____

___ old _____

___ old _____

___ old _____

___ old _____

___ old _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ast** to make words. Write the whole word. Say the word. What does it mean?

bl, c, f, l, m, p, v

___ ast _____

___ ast _____

___ ast _____

___ ast _____

___ ast _____

___ ast _____

___ ast _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **and** to make words. Write the whole word. Say the word. What does it mean?

b, br, gr, h, l, s, st

___ and _____

___ and _____

___ and _____

___ and _____

___ and _____

___ and _____

___ and _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Connect the words that rhyme.

told bell
fast hand
band sent
sell past
tent cold

Many people have had to go to a doctor or have been in the hospital. Using your word cards and any other words you might know, write a few sentences about your visit to a doctor or hospital. If there is a word you want to use but you don't know how to spell it, just write the first letter of the word with a line after it.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHAPTER 3



Reread Unit 23.

Use these words to finish the sentences.

come, pulled, already, months, closer,
side, laughed, used to, teeth, warned

For seven _____, whatever I did, Red did. He was my constant companion. I would put his harness on him, and he would go off with me. One of the places we _____ go was the Golden Nugget, off of Main and Sterling. One night while we were at the nugget, a fight broke out in the pool room. Red and I decided to leave, but on the way out a man with a knife decided he wanted to see how good my dog was. I _____ him not to _____ any _____, but he _____. Red was _____ showing his _____ and growling when the Baytown Police walked in. I _____ Red back to my _____ and the police arrested the man with the knife.

Unscramble these sentences.

1. not to come any closer but he laughed. I warned him

2. to my side the police arrested I pulled Red back and
the man with the knife.

3. my constant companion. He was

4. we would go One of the places was the Golden Nugget.

Read the story again. Read the sentences carefully. Find the sentence that reads:

I warned him not to come any closer, but he laughed.

Notice that **him** is underlined. Answer the following questions. Use complete sentences.

Who is the writer talking about?

What did he do?

What did he want?

What finally happened to him?

Put these letters in front of **ide** to make words. Write the whole word. Say the word. What does it mean?

br, h, r, pr, s, t, w

ide

ide

ide

ide

ide

ide

ide

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

UNIT 24

1. When you add **-ing** to a word ending with one consonant, double the consonant before adding **-ing**.

Look at these words. They all end with a consonant. Write the consonant followed by **-ing** in the space after each word. Write the whole word.

cut	_____	_____
shop	_____	_____
win	_____	_____
mop	_____	_____
run	_____	_____
fan	_____	_____

2. As you discovered in the textbook, when a word ends with two consonants you do not need to make any changes before adding the **-ing**.

Write **-ing** in the space after each of these words. Write the whole word.

fold	_____	_____
last	_____	_____
jump	_____	_____
rest	_____	_____
help	_____	_____
smell	_____	_____
laugh	_____	_____

3. Remember the rule for adding **-ing** to words ending with the letter **e**. When you add **-ing** to a word ending with **e** you must drop the **e** before adding **-ing**.

Look at these words. They all end with the letter **e**. Cross out the **e** at the end of each of these words and write **-ing** in the space after the word. Write the whole word.

shake _____

care _____

ride _____

tame _____

place _____

4. For words that end in a vowel that is not **e**, this includes **y** and **w** at the end of a word, just add **-ing**.

Write **-ing** in the space after each of these words. Write the whole word.

buy _____

play _____

cry _____

go _____

do _____

sew _____

Find these words in the puzzle. Circle each word. The first two are done for you.

about
dog
closer
come
fast
gave

hospital
hundred
laughed
neck
side
so

stand
teeth
told
warned

a	l	c	r	n	e	c	k	d	a	g	f	u	d	e	x
l	s	r	e	w	l	e	i	h	b	l	i	n	r	t	d
r	o	o	g	a	v	e	w	t	o	r	d	e	d	e	i
e	d	o	g	r	a	c	d	r	u	s	f	h	y	e	a
a	w	i	v	n	j	j	k	k	t	e	p	l	l	t	f
w	a	b	o	e	y	f	a	s	t	d	o	i	r	h	o
l	i	i	d	d	o	u	q	u	i	b	w	f	t	c	s
a	f	f	y	s	o	e	u	y	i	d	r	t	s	a	c
u	b	t	o	l	d	t	u	h	w	c	z	m	o	h	l
g	p	r	e	w	a	o	x	u	p	p	e	s	u	f	o
h	s	i	d	e	r	f	a	n	w	e	c	l	a	f	s
e	i	i	w	v	o	y	g	d	v	e	s	c	l	e	e
d	i	x	y	o	g	l	a	r	s	t	a	n	d	q	r
e	e	d	i	f	a	l	k	e	a	w	o	e	b	z	e
x	r	e	t	u	r	n	e	d	b	c	o	m	e	k	e

CHAPTER 4

Reread Unit 25.

Use these words to finish the sentences.

president, grew, truck, barely, job,
brother, emergency animal clinic

I grew older and Red _____ bigger. My _____ offered me a _____ as a cook in his restaurant in Tomball, Texas. Red and I lived in the back of the restaurant. I was not only a cook but Red and I acted as security there as well. As the years went by, I became vice _____ and was making good money. One night we were walking near the restaurant when a _____ swerved off the highway and hit Red. When I got to Red, he could _____ walk. I put him in the car and rushed him to the _____. _____ The veterinarian told me Red would lose his leg unless I took him to a specialist.

Unscramble these sentences.

1. lived in the back Red and I of the restaurant.

2. we were walking a truck swerved One night and near the restaurant off the highway when hit Red.

3. unless I took him Red would lose his leg. to a specialist The veterinarian told me

Read the story again. Read the sentences carefully. Find the sentence that reads:

I put him in the car and rushed him to the emergency animal clinic.

Notice that him is underlined. Answer the following questions. Use complete sentences in your answers.

Who is the writer talking about?

What happened to him?

What would he lose unless he was taken to a specialist?

Put these letters in front of **other** to make words. Write the whole word. Say the word. What does it mean?

an, br, m,

___ other _____

___ other _____

___ other _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

Put these letters in front of **ew** to make words. Write the whole word. Say the word. What does it mean?

bl, cr, f, gr, n, st,

___ ew _____

___ ew _____

___ ew _____

___ ew _____

___ ew _____

___ ew _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

side	old
grew	fast
mother	ride
pain	knew
last	rain
bold	brother

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

CHAPTER 5



Reread Unit 26.

Use these words to finish the sentences.

miles, which, done, drove, placed,
mind, thousands, weeks, medication

At the specialist's, I was given three choices: (1) have Red's leg cut off, (2) have a pin placed in the leg, which would make it stiff or (3) have an artificial socket _____ in his hip _____ would allow him to run and play again. The vet told me that the socket would cost a _____ dollars. I thought about Red and all the things he'd _____ for me through the years. I made up my _____. I told the vet to put the socket in.

Red was in the hospital for three weeks. I _____ twenty _____ every day to see him. When he was released, the vet said that I would have to massage Red's leg every day for three _____ to keep the swelling down. It would be several months before he would be able to run or jump.

While Red was in the hospital, the vet discovered that he had a mild case of heartworms and prescribed some strong _____ for him.

Unscramble these sentences.

1. the socket would cost that a thousand dollars. The vet told me

2. through the years. and I thought about Red all the things he'd done for me

3. before or jump. It would be several months to run he would be able

Put these letters in front of **ace** to make words. Write the whole word. Say the word. What does it mean?

br, f, Gr, l, m, pl, r

__ ace _____

__ ace _____

__ ace _____

__ ace _____

__ ace _____

__ ace _____

__ ace _____

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

He'd, He Had, He Would

Sometimes the apostrophe can take the place of one or more letters in a word. In the word **he'd** the apostrophe takes the place of the letters **ha** in **had** or the letters **woul** in **would**.

He had ► He ~~had~~ ► He'd

He would ► He ~~would~~ ► He'd

So, the word **he'd** has two meanings. Sometimes it means **he had** and sometimes it means **he would**. The only way to know what **he'd** means is by looking at the words around it when you see it in a sentence.

Read this sentence.

He was very satisfied because he'd done the best he could.

If you understand the sentence, you know that **he'd** must mean **he had**.

He was very satisfied because he had done the best he could.

Read this sentence.

He was so patient that he'd stand in line for hours.

If you understand the sentence, you know that **he'd** must mean **he would**.

He was so patient that he would stand in line for hours.

Here are other some other words that are like **he'd**.

She'd, I'd, you'd, we'd, they'd

Draw a line from the words in the first column to the word in the second column that means the same thing.

I had
you had
he had
she had
they had
we had

he'd
she'd
they'd
we'd
I'd
you'd

Draw a line from the words in the first column to the word in the second column that means the same thing.

I would
you would
he would
she would
they would
we would

he'd
she'd
they'd
we'd
I'd
you'd

Write the words at the end of the sentences that mean the same as the underlined words in the sentences.

1. Mary was angry because I'd forgotten to take the cake out of the oven. _____
2. Jim told me that he'd love to go to Florida. _____
3. Sheila did not feel well, she'd gotten ill just after lunch. _____
4. Bob could not understand why you'd do something like that. _____

5. "Do you think they'd come with us?" Peter asked. _____

6. We had left in such a hurry that we'd forgotten our coats. _____

100

CHAPTER 6



Reread Unit 27.

Use these words to finish the sentences.

found, reading, next, saw
care, became, even

I spent a lot of time the _____ several months taking
_____ of Red. He and I _____ even closer.
Nobody _____ one of us without seeing the other. Then one
day I misplaced his heartworm medicine.

Later, while I was cleaning out the car, I _____ the
medicine under the seat. Without really _____ the
label, I gave him two tablets, thinking that it would take
_____ of any heartworms.

Use these words to finish the sentences.

everything, lying, nurse, having

That night while I was at work and Red was in my room, a
friend of mine went to my room to rest. When he got to the
room, Red was lying on the floor _____ convulsions.
My friend ran up to get me. When I got to the room I could
see that Red was very ill.

His nose was dry and he was _____ there shaking. I rushed Red to the clinic.

I told the vet _____ that had happened. He hooked up IV's to flush out Red's blood system. The vet told the _____ that I could stay with Red as I was doing more for him than she could right then.

Unscramble these sentences.

1. the next several months taking care of Red. I spent a lot of time

2. one day Then his heartworm medicine. I misplaced

3. Red was very ill. that I could see When I got to the room

Read the story again. Read the sentences carefully. Find the sentence that reads:

I told the vet everything that had happened.

Notice that **everything** is underlined. Answer the following questions. Use complete sentences in your answers.

What does the writer mean when he says that he told the vet everything that had happened?

What happened to the medicine?

What happened after the writer found the medicine?

What was happening when the writer's friend got to the room?

What happened after the writer saw that Red was ill?

b, f, gr, h, p, r, s

__ ound

ound _____

ound _____

ound _____

ound _____

ound _____

ound _____

100

CHAPTER 7



Reread Unit 28.

Use these words to finish the sentences.

plastic, lip, dead, began, very, a.m.,
several, shoulders, check, myself, arms

After _____ hours, Red _____ to calm down.
The vet put him in a cage and told me that I could go. Red would be all right.

- . It was about 12:00 _____ when my friend and I went back to the restaurant.

About 1:30 _____, I told my friend that I was having a bad feeling about Red, and that I was going back to _____ on him. When I got to the clinic, the vet hung his head and took me into the back where Red was. The nurse was placing him in a _____ bag. I rushed over and took him in my _____. I was in tears. As I picked him up, his head fell over and busted my _____.

I took Red back to my room. I called my brother and told him that Red was _____. He came to the restaurant and held the light while I dug a grave for Red. I was so mad at _____ for letting this happen that I dug and dug until my tears took over and I couldn't see any more. When the hole reached my _____, my brother stopped me. He said it was deep enough. I put Red in the hole _____ gently and covered him up.

Unscramble these sentences.

1. told me that I could go. put him in a cage and The vet

2. my friend and I when went back to the restaurant. It was about 12:00 a.m.

3. held the light He came to the restaurant while I dug a grave and for Red.

a.m., p.m.

a.m. and p.m. stand for different times of the day.

a.m. means that it is morning time. Morning begins at 12:00 a.m. Another name for 12:00 a.m. is midnight. Morning ends at 12:00 pm. Another name for 12:00 p.m. is noon.

p.m. stands for any time between noon (12:00 p.m.) and midnight (12:00 a.m.)

Here are some sentences about times of the day. Write a.m. or p.m. after the time in each sentence.

1. I got up at 7:00 _____ this morning.
2. I always watch the evening news program that comes on at 6:30 _____.
3. She is going to meet me for lunch at 12:30 _____.
4. I am going to sleep late tomorrow morning, so don't call me until after 10:00 _____.

Many people have had friends or relatives die. It is a sad time usually, but a time that leaves us with strong memories. Using your word cards and any other words you might know, write a few sentences about the death of a friend or relative. If there is a word you want to use but you don't know how to spell it, just write the first letter of the word with a line after it.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

CHAPTER 8



Reread Unit 29.

Use these words to finish the sentences.

able, love, today, died, alive
1986, never, directions

Red _____ in _____. I now have two other dogs.
One is named Dutchess and the other, Rambo. Even though
they both _____ me, they will _____ be able to take
Red's place. If I had been _____ to read the
_____ on the medicine bottle better than I
had at the time, Red would probably still be _____
_____.

Use these words to finish the sentences.

death, missed, better, know, finally, learning, read

You can be a construction worker, restaurant manager, or
do many other kinds of work without being able to _____
well. But things like Red's _____ happen and many
opportunities are _____ when you can't _____ well
enough.

I _____. I am twenty-six years old and am
_____ doing something about _____ to
read _____.

Unscramble these sentences.

1. they will never Even though be able to they both love me, take
Red's place.

2. and many opportunities But things like Red's death happen
read well enough. are lost when you can't

3. about learning to read better. am finally doing something and I
am twenty-six years old

Put these letters in front of **able** to make words. Write the whole word. Say the word. What does it mean?

c, en, f, s, st, t, un

— able _____

— able _____

— able _____

— able _____

able

able

able

Write a sentence for each word. If you don't know how to spell a word, just write the letters you know and put dashes for the letters you don't know.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal grey lines across its entire width. The paper is otherwise completely empty, with no text, markings, or illustrations.

UNIT 30

SOME WORD PARTS

beginning of words

re
un
dis
de

end of words

ble	ed
tion	er
es	ing
s	er

Read each sentence below.

Guess what the underlined word is from looking at the meaning of the other words in the sentence.

Break the words into short words, patterns, and parts. Draw lines between the words and parts.

Say each part aloud.

Say the parts quickly, blending them into one word.

Does the sentence make sense?

1. It came to his attention that some people were not paying their bills on time.
2. I waited until midnight, but he never arrived at the house.
3. The train didn't depart on time.
4. He was disappointed that he had not won.
5. He is a responsible father.

1. Look at these words. They all end with a consonant. Write the consonant followed by **-er** in the space after each word. Write the whole word.

cut	_____	_____
shop	_____	_____
win	_____	_____
mop	_____	_____
run	_____	_____
tan	_____	_____
ham	_____	_____

When you add **-er** to a word ending with one consonant, double the consonant before adding **-er**.

2. Write **-er** in the space after each of these words. Write the whole word.

bold	_____	_____
fast	_____	_____
jump	_____	_____
pest	_____	_____
help	_____	_____
tell	_____	_____

When a word ends with two consonants you do not need to make any changes before adding the **-er**.

3. Look at these words. They all end with the letter **e**. Cross out the **e** at the end of each of these words and write **-er** in the space after the word. Write the whole word.

shake _____

ride _____

tame _____

brave _____

Remember the rule for adding **-er** to words ending with the letter **e**. When you add **-er** to a word ending with **e** you must drop the **e** before adding **-er**.

4. Write **-er** in the space after each of these words. Write the whole word.

buy _____

play _____

cry _____

sew _____

do _____

few _____

For words that end in a vowel that is not **e**, this includes **y** and **w** at the end of a word, just add **-er**.

Find these words in the puzzle. Circle each word. The first two are done for you.

able
alive
animal
clinic
dead
emergency
found

grew
hours
know
let
love
myself
next

nurse
plastic
rest
saw
several
since
thousand

very
weeks

a	l	c	r	n	e	c	k	d	a	g	f	u	d	e	x
v	l	c	r	n	g	c	c	l	i	n	i	c	d	e	s
l	e	r	e	w	r	e	i	h	b	l	e	t	r	f	e
r	o	r	g	a	e	e	w	t	o	r	d	e	m	o	v
e	d	o	y	b	w	c	d	r	u	s	f	h	y	u	e
a	w	i	e	l	j	j	k	k	t	e	p	o	s	n	r
w	a	b	x	e	y	f	a	s	t	d	o	u	e	d	a
l	i	i	t	r	e	s	t	d	i	b	w	r	l	c	l
e	f	f	w	e	e	k	s	e	i	d	r	s	f	a	c
m	b	t	o	l	d	t	u	a	w	c	z	m	o	h	p
e	a	r	e	w	s	o	x	d	p	p	e	s	u	f	l
r	l	o	v	e	a	i	n	c	e	e	n	i	a	f	a
g	i	i	w	v	w	y	n	e	x	t	u	n	l	e	s
e	v	x	y	o	g	l	a	n	s	t	r	c	d	q	t
n	e	d	i	f	a	l	k	g	a	w	s	e	b	z	i
c	t	h	o	u	s	a	n	d	b	c	e	m	e	k	c
y	f	a	x	a	n	i	m	a	l	u	v	k	n	o	w

A B C D E F G H I J K L M N O P

Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p

q r s t u v w x y z

A B C D E F G H I J K L M N O P
Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p
q r s t u v w x y z

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LITERACY VOLUNTEERS OF AMERICA, Inc.

Widewaters One Office Building
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000